DOCUMENT RESUME

ED 366 664 UD 029 482

TITLE	Leading the Way: Partners in Volunteerism. Schools--Non-Profits--Youth. Conference Report on Youth and Volunteerism (New York, New York, 1991).
INSTITUTION	Junior League of the City of New York, Inc.; New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.
PUB DATE	93
NOTE	39p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Cooperation; Cooperative Programs; Elementary Secondary Education; Experiential Learning; Leadership; *Nonprofit Organizations; *Program Development; Program Implementation; Recruitment; Resource Materials; Social Experience; *Student Volunteers; *Volunteer Training; *Youth Programs
IDENTIFIERS	*Community Service; *New York (New York); Service Learning; Youth Community Service

ABSTRACT

This report summarizes the proceedings of a conference, "Leading the Way: Partners in Volunteerism," that brought together 170 educators, nonprofit organizations, and students to promote youth volunteerism. In a series of plenary sessions and workshops, attendees discussed the issues that have an impact on the creation and operation of effective volunteer programs for young people. Following the introduction and opening statements, session topics included: (1) successfully recruiting young volunteers; (2) keeping young people involved in a volunteer program; (3) how to make a volunteer experience meaningful; (4) leadership opportunities for young volunteers; (5) practical realities of using young volunteers; (6) plenary session with keynote speech by J. Richard Munro; (7) supervising young volunteers; (8) getting young volunteers off to a good start; (9) training for school and nonprofit staff; (10) locating resources; (11) how nonprofits and schools can work together more effectively; and (12) model programs. Contains 51 resources and suggested readings. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 366 664

The Junior League of the

City of New York, Inc.

in collaboration with

the New York City Public Schools

Division of High Schools

presents a

CONFERENCE REPORT

ON YOUTH AND

VOLUNTEERISM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD 029 482

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Melissa Lewis Bernstein
Junior League of City of New York
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Leading the Way:
Partners in Volunteerism

Schools • Non-profits • Youth

A Conference Report
on Youth and Volunteerism

▲ CONTENTS

INTRODUCTION AND OPENING SESSION 4
SUCCESSFULLY RECRUITING YOUNG VOLUNTEERS 6
KEEPING YOUNG PEOPLE INVOLVED IN A VOLUNTEER PROGRAM 8
HOW TO MAKE A VOLUNTEER EXPERIENCE MEANINGFUL 10
LEADERSHIP OPPORTUNITIES FOR YOUNG VOLUNTEERS 12
PRACTICAL REALITIES OF USING YOUNG VOLUNTEERS 14
PLENARY SESSION KEYNOTE SPEAKER: J. RICHARD MUNRO 16
SUPERVISING YOUNG VOLUNTEERS 18
GETTING YOUNG VOLUNTEERS OFF TO A GOOD START 20
TRAINING FOR SCHOOL AND NPO STAFF 22
LOCATING RESOURCES: SUPPORT FOR YOUTH VOLUNTEER PROGRAMS 24
HOW NON-PROFITS AND SCHOOLS CAN WORK TOGETHER MORE EFFECTIVELY 28
MODEL PROGRAMS 30
RESOURCES AND SUGGESTED READING 34

THE JUNIOR LEAGUE
OF THE CITY OF NEW YORK, INC.
130 EAST 80TH STREET
NEW YORK, NY 10021
212 288-6220

To Conference Participants,

Ninety years ago, Mary Harriman founded the New York Junior League (the first of 277 Junior Leagues worldwide). One year ago, a New York Junior League Steering Committee began to explore the critical issue of how to promote volunteerism among young people. Two months later, the Chancellor's Working Group Report on Student Community Service was published. The New York Junior League knew instantly it had found a perfect partner. The Junior League and the New York City Public Schools, Division of High Schools, like you, share a deep commitment to youth and volunteerism. This conference and the report that will follow are the New York Junior League's 90th anniversary gift to the City of New York. On behalf of the 2,300 League members, I welcome you today.

For 90 years, New York Junior League volunteers have created and operated community service projects to meet the changing needs of our city. Although the range of problems we have tackled has been far-reaching, certain themes remained consistent. From the beginning, children, education and the promotion of volunteerism have been central to our mission. Working in cooperation with other agencies has been central to our approach. Furthermore, the satisfaction of our volunteers and those they serve has been central to our success.

The strength of the New York Junior League is rooted in the dedication of our members and the quality of our programs. We have 90 years of experience creating successful and rewarding volunteer programs for our members. By convening this forum of leaders, pathfinders and doers from the non-profit and education worlds, we hope to be a catalyst for expanding and improving volunteer programs for high school students.

We all have a stake in the future of our city's youth. To a very great extent, the future of New York City rests in their hands. However, they are given too few opportunities to build for the future they will inherit. Today's conference will explore ways to bring meaningful volunteer experiences to these young people. As anyone who has ever worked on a really good volunteer project knows, meaningful volunteer work can do wonders for one's self-esteem, one's sense of purpose and one's hope for the future. The kids of this city and the city, itself, could certainly use a healthy dose of all three.

I want to thank not only our partners from the New York City Public Schools, but also our wonderful Advisory Committee, our generous outside funders and our speakers and panelists. I especially want to recognize the Junior League volunteers who serve on our Steering Committee and have worked with total devotion for a year in order to make the dream of this conference a reality. Their determination, along with substantial funds from the Junior League, have brought us here today. And I must thank you, the attendees, for joining us as "Partners in Volunteerism."

Sincerely,

Pat Swinney Kaufman

Pat Swinney Kaufman
President

OFFICE OF THE CHANCELLOR

JOSEPH A. FERNANDEZ
CHANCELLOR

Dear Partner in Volunteerism:

It is my pleasure to welcome you to the conference, Leading the Way: Partners in Volunteerism, sponsored by the Junior League of the City of New York, Inc. in collaboration with our school system. We in the New York City Public Schools are committed to making the community service experience a reality for all of our youth. People helping people is what community service is all about.

The young people of this City have a great deal to offer each other and their communities. I believe that community service provides our students with a substantial opportunity to learn by doing, and working side by side with those who volunteer reinforces the civic and personal values essential to the development of productive citizens.

Today, as nonprofits, schools and youth come together to build a working partnership to serve our City's varied communities, you can help lead the way.

Sincerely,

Joseph A. Fernandez
Chancellor

JAF:sn

BEST COPY AVAILABLE

INTRODUCTION

Across the nation there is mounting interest in youth volunteer service. Successful volunteer programs have been shown to benefit young people by improving self-esteem, teaching teamwork, developing personal and civic responsibility and providing leadership opportunities. Communities benefit as well, particularly those with serious social problems. Youth volunteers can participate in providing and improving services, particularly those at risk of being cut back during economic downturns.

New York City would appear to be a rich source of youth community service programs, with over 19,000 citizen organizations dealing with every possible social concern. Yet a recent report by the Chancellor's Working Group on Community Service stated that current programs reach a very small percentage of New York City high school students. Many non-profit groups acknowledge they do not know how to use student volunteers effectively. Schools and community organizations are often unaware of successful youth service programs.

In the fall of 1991, The New York Junior League (NYJL), working in collaboration with the New York City Public Schools, Division of High Schools, decided to offer the educational and non-profit communities a forum in which ideas and models for successful youth service programs could be shared: **Leading the Way: Partners in Volunteerism.** This report summarizes the findings of that conference, which was attended by over 170 representatives of New York City non-profit agencies and high schools. The participants generated numerous practical suggestions for creating programs that are effective both in meeting community needs and in providing meaningful experiences for young people. Their conclusions can be applied to communities nationwide.▲

"There's no rule that says good ideas can only come from people over 35 years old. There are a lot of 14, 15 and 16-year-olds walking around with some good ideas about how things ought to happen."
Amina Abdur-Rahman
Deputy Chancellor for External Programs and Community Affairs, New York City Public Schools

ABOUT THE SPONSORS

The New York Junior League is a charitable, non-profit organization of more than 2,300 trained women volunteers, dedicated to improving the quality of life for New Yorkers. A major focus of the League is the promotion of volunteerism. League members, most of whom are employed outside the home, donate over 150,000 hours of service to the community each year.

For 90 years, the League has developed and operated volunteer programs that effectively use the skills and interests of volunteers to provide much-needed community services. These programs reach homeless families, people with AIDS, disadvantaged youth, isolated elderly, terminally-ill children and abused women, among others. The League has long made the welfare of children and young people one of its most urgent concerns.▲

When Chancellor Joseph A. Fernandez assumed the job of leading the New York City Public Schools, he commissioned a group of educators and private citizens to investigate the state of community service in schools and to offer him recommendations on how to make community service part of every student's educational experience. Chancellor Fernandez believes that providing opportunities for young people to learn personal and civic values and practices is a significant part of the mission of public education in America. The Chancellor's Working Group on Community Service issued its report in November 1990.

The findings and recommendations of the Working Group led to the collaboration of the New York City Public Schools, Division of High Schools, and the New York Junior League. They worked together, along with an Advisory Committee of leading educators and non-profit professionals, to design the content and format of this conference.▲

SCHEDULE FOR THE DAY

Leading the Way: Partners in Volunteerism

Schools • Non-profits • Youth

8:00 a.m. - 8:45 a.m.	Coffee and Registration
8:45 a.m. - 9:45 a.m.	Welcome and Plenary Session ALLISON COOKE KELLOGG *Chairman, NYJL 90th Anniversary Steering Committee* *Vice President, United States Trust Company* AMINA ABDUR-RAHMAN *Deputy Chancellor for External Programs & Community Affairs* *New York City Public Schools* MICHAEL TIMPANE *President of Teachers College, Columbia University*
10:00 a.m. - 11:00 a.m.	Workshops - Group A
11:15 a.m. - 12:15 p.m.	Workshops - Group B
12:30 p.m. - 2:00 p.m.	Luncheon/Roundtable Discussions PAT SWINNEY KAUFMAN *President, The Junior League of the City of New York* SUZANNE I. TUFTS *Regional Director, ACTION* J. RICHARD MUNRO *Chairman of the Board, Points of Light Foundation* "Points of Light; Beacons of Hope: Volunteering in the '90's"
2:15 p.m. - 3:15 p.m.	Workshops - Group C
3:15 p.m. - 3:30 p.m.	Refreshments
3:30 p.m. - 4:30 p.m.	General Session: Presentation of Model Programs
4:30 p.m. - 5:30 p.m.	Closing Reception *Sponsored by The Junior League of the City of New York*

OPENING SESSION

▲ MICHAEL TIMPANE is the President of Teachers College, Columbia University. He has served in senior positions at the Rand Corporation, Brookings Institution, and U.S. Department of Health, Education and Welfare. A founding member of the Holmes Group, he is co-chair of the New Jersey State Commission on Quality Education, the Aspen Institute's Program for Education in a Changing Society, and is the author of numerous books and articles.

"Community service is profoundly educational. It's not something else, it's not an extra experience, it's directly related to the heart of the educational enterprise."

"What students as community service volunteers are doing is not simply important, it is integral to the learning process."

"It strikes me that if you think of the community service component in terms of the way it affects and reforms whatever goes on in the school, you'll have a stronger and more satisfying outcome in the long-run than if you think of it as just helping out."

"Community service partnerships are hard work — it's collaborative, cooperative work— it's sensitive work... partnership is painful."

"New York City has problems like no place else, but it also has solutions like no place else, and it has community involvement like no place else. Our challenge is to show the nation how it should be done."

SUCCESSFULLY RECRUITING YOUNG VOLUNTEERS FOR YOUR PROGRAM

- ▲ Use youth input to create an appealing program
- ▲ NPOs and schools should partner to encourage volunteerism
- ▲ Establish youth committees to generate ideas

Moderator

CHRISTINA R. DAVIS
President, New York Neighborhoods, Inc.
- *Board of Trustees, Pratt Institute*
- *Education Committee of the Museum of Modern Art*
- *Board of Directors, Milbank Housing Development Fund*
- *Past President, The Junior League of the City of New York (1980 - 1982)*

Panelists

GLADYS SCHWEIGER
Director, Staten Island Chapter,
The American Red Cross in Greater New York
- *Counsel Commissioner, Boy Scouts of America in Staten Island*

JUDY ZESIGER
Community Service Coordinator,
The Brearley School
- *Board of Directors: Stanley Isaacs Neighborhood Center, Promise Fund of Polytechnic University, New York Eye and Ear Infirmary*

LISA CHIMILLIO
Recent Graduate, Jane Adams High School
- *South Bronx Ministry Volunteer*

MARIA GARRETT
Junior, The Brearley School

According to a recent Gallup survey, more than 13 million teenagers devote four to five hours per week to volunteer activities. They prefer to work in teams with their peers, and the most popular programs involve helping young children, assisting the elderly, protecting the environment and organizing food drives. They feel doing volunteer work improves their self-esteem by enabling them to have a real impact on problems in their communities.

For schools and nonprofit organizations that want to tap the talents of young volunteers, a key issue is how to create an appealing program. This workshop addressed methods for successfully recruiting young volunteers and how schools and non-profits have used these techniques effectively.

To develop a program that attracts young volunteers, adults must start with a fundamental belief — that young people are their greatest asset. Adopting the attitude that there is much to be learned from young people produces unique ideas, creative solutions and committed volunteers. When young volunteers know that their ideas are taken seriously and acted upon, they develop a level of trust and involvement that will help guarantee the success of a program. And once young people like a program, they will pass the word to their peers — attracting even more volunteers. ▲

Effective Recruiters — Staten Island Chapter, The American Red Cross in Greater New York and The Brearley School

Staten Island Red Cross

To encourage youth input on a consistent basis, the Staten Island Chapter of the Red Cross established a Youth Committee of young volunteers to advise on the development and administration of all youth programs. Among the ideas contributed by student volunteers for successful programs are:

- **Safe Rides Anonymous.** Students ages 14 to 21 operate a service which provides a safe ride home for their peers who have been drinking or are concerned about the fitness of others to drive. Over 300 teenagers were served by this program in one year.
- **Youth Conferences.** These are held four times each year, attracting 100 students each time. Conference topics, selected by students, have included: death and dying, date rape, and drug and alcohol abuse.
- **Alcohol Awareness.** Student volunteers, working with police and fire departments, produced a videotape of a mock automobile accident graphically illustrating the dangers of combining drinking and driving. The tape has been used in all 50 states and several foreign countries for driver education classes and school programs on alcohol abuse.
- **Publication of "Fingertip Facts."** These are wallet-sized cards containing telephone numbers teenagers might need in case of an emergency or crisis situation. Thousands of these cards have been distributed to schools and other organizations.

Also, the Staten Island Red Cross is forming a Junior Board of Directors, which will give young people first-hand experience in how a board of directors works, and Junior Disaster Teams, which will be trained to assist adult Red Cross Disaster Teams in emergencies. ▲

The Brearley School

Schools can support recruitment of young volunteers in several ways. Some require students to perform community service in order to graduate; others, like The Brearley School in Manhattan, offer volunteer opportunities starting in the first grade. Brearley believes that students are motivated to volunteer, if they are aware of the needs of the community and become involved in efforts to address those needs at an early age. As a student progresses, her level of direct involvement and responsibility as a volunteer increases.

Another technique Brearley uses to spark students' interest in volunteering is a required, semester-long introductory course to community service, given in the ninth grade. The course includes: 1) speakers from community agencies; 2) slide presentations and videos; 3) site visits to agencies; and 4) brief placements in actual volunteer jobs. The course provides students with a deeper insight into the city's social problems and gives them the information and background necessary to choose their own volunteer activities during the remaining three years at the school.

Successful student volunteer programs at Brearley have involved the "adoption" of a homeless shelter in the neighborhood, a tutorial and literacy program at a public housing apartment building and an intergenerational "telephone pal program." ▲

Student Viewpoints

Lisa Chimillio, a recent graduate of Jane Adams High School in the Bronx, first became involved in volunteer work through the South Bronx Ministry in order to get out of the house and away from her many siblings. She quickly discovered that volunteer work was rewarding in itself and with a group of her peers started a Saturday activity group to get younger kids off the streets.

Lisa has recruited her peers by convincing them that "community service is fun and educational as well as an obligation. The best way to recruit for a volunteer program is through word of mouth among peers. Start with one or two volunteers and build through them."

"It is important to encourage and empower young people, as many of them do not recognize that they have talents to share. Sometimes participation as a volunteer in just one special event is all that is necessary to persuade young people that helping others 'feels good'." ▲

Maria Garret, a junior at The Brearley School, learned about the extent of problems in the community and the many ways she could make a difference in the school's ninth grade introductory course to community service.

"Being presented with a choice of volunteer activities and the chance to make my own decisions increased my motivation and involvement in my volunteer work. Anyone seeking to recruit students to volunteer should emphasize the rewards of volunteering and the fact that community service is fun. Put new volunteers to work with a group of their peers to reinforce this sense of fun." ▲

Keynote Speaker Michael Timpane, President of Teachers College, Columbia University

KEEPING YOUNG PEOPLE INVOLVED IN A VOLUNTEER PROGRAM

- ▲ Understand what young volunteers need from a program
- ▲ Programs should help youth prepare for adulthood
- ▲ 15 steps to motivate and retain young volunteers

Moderator

GILDA G. WRAY
Senior Program Officer/Vice President for Program, Charles Hayden Foundation
- *Relations Committee, New York Regional Association of Grantmakers*
- *Board of Trustees, The Brearley School.*
- *Member, The Junior League of the City of New York, Inc.*

Panelists

TAMMY CARLISLE
Director of Volunteer Services, Goldwater Memorial Hospital
- *Board of Directors, Sephardic Home for the Aged*

HOWARD KNOLL
Director of Youth Services, Stanley Isaacs Neighborhood Center

How does a non-profit agency motivate and retain young volunteers? Adults learn to balance exciting and dull work in their jobs. Do adolescents respond the same way as adults, or differently? What motivates young people to volunteer? Directors of several non-profit agencies in New York City who have successfully kept young volunteers involved in their programs shared some of their experiences and ideas in this workshop. ▲

Amina Abdur-Rahman, Deputy Chancellor for External Programs and Community Affairs, New York City Public Schools.

Understanding What Young Volunteers Need From a Program

The Stanley Isaacs Neighborhood Center, a settlement house serving youth, adults and the elderly in the Yorkville section of Manhattan, promotes volunteerism and community service primarily among adolescents from 13 to 15. This is a difficult age group from a developmental point of view. Not only are most of the center's youth volunteers from this age group, but many are from low-income families. Mr. Knoll, director of youth services for the center, suggests that a program that will motivate and maintain the interest of this age group must provide the following:

- An opportunity to test and discover new skills.
- A chance to develop and build a sense of confidence.
- An opportunity to develop friendships.
- A place to go and something to do.
- An opportunity to interact with a variety of adults.
- The knowledge that, as teenagers, they can speak and be heard.

A youth volunteer program is a chance for teenagers to come to grips with the feelings of powerlessness that they face from unresolved social problems in their community, to build pre-employment skills, to build self-esteem and to learn that life is a process of give and take. In other words, a youth program is an opportunity for young people to build skills that will help them prepare for adulthood. ▲

15 Steps to Motivate and Retain Young Volunteers

1. **Learn why a student is undertaking community service.** Find out if the student is self-motivated or sent by a school to fulfill a mandatory service requirement. If service is mandatory, one must take extra care to structure the student's volunteer experience so that he/she views it as a positive, ongoing way of life, not an isolated event.
2. **Know each youth's abilities, interests and needs and match them to a particular volunteer activity.** It is helpful to interview each young volunteer to make

an appropriate match. Allow a student to select the area in which he/she will be involved so there will be a vested interest from the start.

3. **Involve youth in planning a volunteer project, with appropriate adult guidance.** Projects organized "from the top down" by adults, without youth input, often fail, even though the adults involved think they are a brilliant idea.
4. **Set realistic program goals.** Have realistic expectations of volunteers. Sometimes a young person will want to quit from fear of failure, so it is important to set achievable goals for a student. A smaller-scale, focused effort is more manageable for both the agency and young volunteers. In general, two to three hours per week is considered a reasonable time commitment for students. To accommodate students who find it difficult to volunteer on a regular basis during the week (e.g., members of sports teams) offer self-contained weekend activities, such as neighborhood clean-up or food distribution projects.
5. **Make transportation to the volunteer work site easy and safe.** Travel time to and from the site must be reasonable.
6. **Ensure that program leaders can work with youth in a caring, motivating way.** Make it clear that volunteers are not there to "make life easier for the staff."
7. **Plan assignments in advance and be clear and specific in the tasks to be performed.** At the outset, give each volunteer a job description outlining that volunteer's exact responsibilities and have the volunteer sign it.
8. **Hold regular performance evaluations and ask volunteers to submit written evaluations of themselves.** Put any criticism in a positive light rather than in the form of a reprimand. Frequently recognize achievements to keep motivation high.
9. **Find creative ways to make each volunteer successful, while guiding him or her to change and develop.** For example, shy volunteers can be paired with another volunteer or placed in a staff mentorship situation until they become more comfortable. If a volunteer fails in one activity, get feedback from him, help him understand and solve any problems, and try to come up with an alternative placement. Also, try to limit menial tasks, such as clerical work or running errands, in favor of assignments that will motivate. For dull tasks, try organizing a joint effort between a staff member and a volunteer.
10. **Develop a team-building atmosphere.** Meet frequently with volunteers, especially in the beginning. Be available and accessible for talks. Recognize that youth volunteers often have many social problems and that one will necessarily play the role of counselor and parent, as well as volunteer administrator, sometimes dealing with serious life issues such as teen pregnancy.
11. **Offer students an opportunity to reflect upon and discuss their volunteer experience and a chance to suggest changes and improvements.** Introduce the idea of keeping a journal, but only if appropriate. Volunteers who do not write well may become frustrated.
12. **Consistently apply all rules, policies and procedures.** Any flexible response should be applied across the board.
13. **Involve the volunteer's parents, if possible.** Telephone parents as part of the evaluation process, asking them how volunteer work has made a difference to their child.
14. **Do not be afraid to admit you are human or made a mistake.** If a program or a part of program fails, admit this and work with the volunteers to determine what went wrong.
15. **View the relationship between school, agency and student as a true partnership and write a contract among all three.** Keep communication lines open among the students, parents, school and agency. ▲

HOW TO MAKE A VOLUNTEER EXPERIENCE MEANINGFUL FOR YOUNG PEOPLE

- ▲ Provide young people with a sense of pride, career skills and the opportunity to contribute to their community
- ▲ Meeting special needs of "at risk" volunteers

Moderator

RON PATTERSON
Director of Humanities/
Director of Community Service,
Brooklyn Friends School

- *Mayor's Voluntary Action Center*
- *Klingenstein Fellow on Community Service, Columbia University*
- *Co-founder, New York Association of Service Coordinators*

Panelists

JOAN E. JARVIS
Principal, Bayard Rustin High School for the Humanities

- *Recipient, Richard R. Green Educator of the Year Award and the Reliance Award for Excellence in Education for Manhattan*

CAROLYN B. THOMPSON-WALLACE
Executive Director, International Youth Organization (IYO)

- *Author, "The Black Inner-City Teenager," a chapter in* Black Family: Past, Present and Future

NEVA DALEY
Student Volunteer, Brooklyn Friends School

KEITH HEFNER
Publisher, New Youth Connections

Joan Jarvis, principal of the Bayard Rustin High School for the Humanities, where community service is an integral part of education, feels a meaningful volunteer experience must provide young people with: a) a sense of pride, b) training and skills that are applicable to a future career, and c) a sense that they have made a real contribution to the community. Ms. Jarvis and Keith Hefner, publisher of *New Youth Connections*, a newspaper completely produced by teen volunteers, suggest that to meet these requirements a volunteer program should:

1. **Raise students' awareness of community problems and instill a sense of responsibility to help solve these problems.** At Bayard Rustin, it is part of the school's culture to promote volunteer work as a way of life and as the responsibility of everyone in the community.

Keith Hefner, Joan E. Jarvis, Ron Patterson, Carolyn B. Thompson-Wallace and Neva Daley.

BEST COPY AVAILABLE

2. **Provide a variety of volunteer placements.** A student who is allowed to chose his or her community service activity will be motivated to successfully complete that service. By offering a variety of volunteer opportunities, a school can ensure that each student will find an activity that matches his or her interests. Also, a school should offer flexible, alternative volunteer opportunities for students who are subject to certain restrictions. For example, students whose parents forbid them to leave the school campus can perform in-school service projects such as peer counseling or grounds beautification.

3. **Enable volunteers to provide meaningful, high quality service.**

4. **Provide the opportunity to develop transferrable skills.** These can include writing, interviewing, techniques for interacting with adults, etc.

5. **Have committed and caring adults to supervise.**

6. **Recognize successful completion of volunteer tasks.** ▲

Meeting Special Needs of "At-Risk" Volunteers

Carolyn Thompson-Wallace, founder of the International Youth Organization (IYO), which has provided volunteer opportunities for hundreds of "at-risk" youth (i.e., 75% of the young people in her program are required to participate by a court, a school, a social agency or desperate parents), notes that creating a meaningful volunteer experience for these young people is a special challenge. For them, special emphasis must be placed on values education, motivation and developing self-esteem.

To accomplish this, IYO:

- Reorients the volunteer's focus outward to the community, emphasizing that each individual has a responsibility to work with others for the good of the community.
- Teaches self-sufficiency the "honest" way, by showing volunteers that they can perform tasks that have a positive impact on others and the community.
- "Indoctrinates" volunteers continually through speeches, group discussions and, in some cases, group therapy sessions lead by a psychologist. ▲

Joan E. Jarvis and Neva Daley.

BEST COPY AVAILABLE

LEADERSHIP OPPORTUNITIES FOR YOUNG VOLUNTEERS

- ▲ Training and teamwork — key elements of leadership development
- ▲ Create a "life plan"
- ▲ Include leadership training in school curriculum

Moderator

CATHERINE BROGAN
Total Communications Teacher, JHSM 47 (School for the Deaf)
- *Member, The Junior League of the City of New York, Inc.*

Panelists

ANTHONY LOPEZ
Executive Director, I Have A Dream Foundation
- *New York Mentoring Advisory Council*
- *Former VISTA Supervisor*

LOIS WHIPPLE
Director for Planning and External Affairs, City Volunteer Corps (CVC)

Lois Whipple and Anthony Lopez.

The City Volunteer Corps (CVC) and I Have a Dream Foundation teach and empower young volunteers to be leaders through a combination of training, teamwork on volunteer projects and guidance from adult volunteers. Learning leadership skills enhances the development of young volunteers into responsible and directed adults.

In developing tomorrow's leaders, these agencies emphasize that leadership is not being at the "top" or a hero or celebrity. True leadership is developed first by learning to be a follower — by working with and serving others. A leader understands that all people have something to offer, regardless of their backgrounds.

Tony Lopez, executive director of the I Have a Dream Foundation, believes that leaders should be proactive and action-oriented advocates and activists who will change the world around them. ▲

Training and Teamwork — Key Elements of Leadership Development

CVC starts its volunteers off with a comprehensive six-day training program at a residential camp in upstate New York. The training emphasizes values clarification, mediation, team-building and the initiation of a "life plan." It is a structured experience, with each moment orchestrated and planned to further the training goals. Most participants report that it is an extraordinary, life-changing experience.

Volunteers are challenged to apply this training in the field, where there are more options, choices to make and opportunities for leadership. After initial screening and training, participants are assigned to a team, with whom they will work on approximately eight to 10 projects over the course of a year.

The team concept is important at CVC. Every attempt is made to make each team as diverse as possible, not only in race, religion and cultural background, but also in talent, personality, education and achievement. Each project and problem is approached on a team basis. The variety of projects undertaken by the team during the year enables each team member's leadership abilities to emerge.

Training youth to be leaders is also an important focus of the I Have a Dream Foundation. The foundation uses modules—small special projects which last from four to six weeks with a definite beginning and end. The modules help young people to develop, implement and complete projects. These quick successes provide young volunteers with a framework with which to approach longer-term projects.

To have a significant impact and develop "doers," the foundation has found that a training program must last a minimum of three days. Anything less is not training, but an orientation seminar or workshop. Volunteers need a longer amount of time to open up and become receptive to new ideas and concepts. ▲

Creating a "Life Plan"

In addition to applying leadership skills in community service projects, CVC volunteers create a plan which helps track their progress. This "life plan" helps CVC volunteers focus on what they are learning from the CVC program that will help them throughout their lives, including increased job marketability and the ability to pursue future educational goals.

During the initial CVC training, each young volunteer sketches out a life plan and with the guidance of field supervisors and training staff works with this plan over the course of the year. Volunteers map out where they are at the beginning of the program, how they expect the experience of the coming year to fit into their life plan and their goals for the end of the CVC year. They are also asked to outline their options in life, longer-term goals and the obstacles and constraints they must overcome to achieve these goals. ▲

Provide Leadership Training in Schools

To support the development of youth leadership skills, Mr. Lopez suggests instituting a youth council within a school or agency. This council would operate like a student government. Leadership training also can be incorporated into the existing structure of a school's curriculum, such as classes on how government works and the specific leadership styles of well-known figures. ▲

Discussing leadership opportunities for young volunteers

BEST COPY AVAILABLE

PRACTICAL REALITIES OF USING YOUNG VOLUNTEERS

- ▲ Liability and insurance
- ▲ Five-step risk management program
- ▲ Determining responsibility for harm done

Moderator
TAMMIS VIBBARD
Vice President, Corporate Foreign Exchange, Westdeutsche Landesbank
- *Training Consultant, The Non-Profit Support Center of New York*
- *Member, The Junior League of the City of New York, Inc.*

Panelists
ELIZABETH GILL
Staff Attorney, New York City Board of Education
- *Board of Directors, Bedford Stuyvesant Legal Services Corporation*

CHARLES TREMPER
Founder and Executive Director, Nonprofits' Risk Management & Insurance Institute

Most student volunteers are blissfully ignorant about liability and insurance. Entreaties from supervisors, such as "Be careful, or we might get sued!," usually fall on deaf ears. The challenge to program administrators is to communicate their concerns about potential risks in a meaningful way to teens and to structure volunteer activities so young volunteers are not harmed and do not harm others. ▲

Risks and Benefits of Using Volunteers

Traditionally little was expected of volunteers who gave free services. Today, however, society's standards are changing. Program administrators must be more aware of the "downside" of volunteer activities - what might go wrong or who might get hurt.

Also, organizations may be legally responsible, under certain circumstances, for the actions of their volunteers. So, in addition to minimizing potential harm, organizations should take appropriate steps to reduce the possibility of lawsuits.

A caveat: Administrators should not be obsessed with totally eliminating risk, for this would impede program operations. However, they should make the modifications necessary to reduce risk to a socially acceptable level. ▲

Five Steps to Better Risk Management

Risks of concern to non-profit organizations using volunteers fall into two categories: risk to the volunteer (e.g., placing the volunteer in a potentially harmful situation) and risk created by a volunteer (e.g., volunteer inadvertently harms someone). To reduce these potential risks organizations should follow the following risk management process.

Step 1: Identify risks (people, policies, procedures).

- **Understand that the risks are human** — the volunteers and the people whom they serve. Be aware of the tendency to think the best of all volunteers. In programs where volunteering is a requirement to graduate, some volunteers may have a secondary, less altruistic motive.
- **Involve teens in this process.** It is important to understand their view of risk. Also, being involved will help them become more aware of risks and the potential consequences of their actions. Be aware of the peer pressure on teens.
- **Involve other professionals,** e.g. attorneys or professional risk managers. (The New York City chapter of the Risk Management & Insurance Institute may be helpful.)
- **Understand the legal risks.** The legal threat to a volunteer organization is a tort suit. The organization is legally responsible for harm caused by volunteers acting on its behalf. If an organization is sued, the program and the individual who caused the harm may be liable for all the damages that result. Usually, the board of directors or supervisors are not personally liable for harm caused by volunteers. What matters in the tort system is the consequence, not the motive. Small mistakes can result in great liability. The universal standard for tort liability is negligence, which means failure to act with the degree of care that a reasonable person would use in that situation. This standard is applied at the instant the harm occurs, but is not hard and fast. It is situational and contextual, changing over time to adhere to society's standards of what is reasonable.

Step 2: Evaluate risks.

- **Two principal elements of risk: the probability of occurrance and the severity of the consequences.**

An evaluation of the likelihood and severity of each risk will help determine how much effort to put into reducing it.

Step 3: Reduce risks to acceptable levels.

- **Strike a balance in allocating resources between risk reduction and program activities.** Risk does not have to be zero to keep a program going. Program administrators should avoid being overly cautious as well as unacceptably risky.
- **Eliminate or modify activities to reduce risk.**
  - *Carefully screen and select volunteers.* It is important to understand that the abilities of adolescents of the same age vary enormously.
  - *Train and orient volunteers before an activity begins.*
  - *Supervise and monitor volunteers.*
  - *Provide a written description of volunteer duties.*
  - *Match the resources expended to train and supervise volunteers with the requirements of the volunteer assignment.* For example, picking up litter does not require a high level of training or supervision to ensure that it is done safely. On the other hand, volunteers in counseling situations must be well-prepared, skilled and mature to do this task properly.
  - *Reassign or remove a volunteer if necessary.* If volunteers create an unacceptable level of risk, they should be reassigned to more age and skill-appropriate activities or asked to leave the program.
  - *Link volunteer activities to the school curriculum, provide appropriate supervision and require parental permission.* In the New York City public school system, parental consent assures that parents know that their children are participating in volunteer activities and that the school has emergency information. However, written parental permission does not absolve a school or volunteer program of liability.

Step 4: Obtain insurance.

Organizations collaborating on youth volunteer programs whether during or outside of school hours should make sure they have adequate insurance coverage.

- **Get written clarification from the insurance agent of what each partner is responsible for.**
- **Notify the insurance carrier of when and how a program uses youth volunteers.** Insurance carriers should be made fully aware of the extent to which an organization uses youth volunteers in order to determine the appropriate amount of liability insurance. Parents who drive volunteers regularly may have to obtain additional insurance.

Step 5: Monitor and revise programs as appropriate.

- **Evaluate and update youth volunteer programs to reflect changes in society's standards.** Although allocating resources to effective risk management may decrease the number of volunteers involved in a program, the net effect is a better, safer program.
- **Mentoring is an effective means of oversight.** Mentors can explain why things are or are not done and ensure that volunteers understand and are acting within the scope of their volunteer duties. ▲

Determining Responsibility When Harm Is Done

Many program administrators question who is responsible when a volunteer is hurt or causes harm. As a general rule, the primary liability will be assigned to the organization that is in a position to exercise control over the volunteer at the time an incident occurs. For example, if a student is doing something during volunteer time that is clearly not authorized by the volunteer program, the consensus is that the school is responsible. ▲

Requirements for Working Papers

It is not clear whether working papers are required by the Department of Labor for volunteers over age 14. Some organizations, such as hospitals, require them. Even if an organization does not require working papers, it should get written parental permission and not involve volunteers in activities that violate child labor laws. ▲

In summary, risk management is good management. Screening, training and oversight of young volunteers are the keys to effective risk management. While a program that is more careful about the level of risk it accepts may accomplish less, the net result is a safer, better program — both for the volunteers involved and the communities they serve. ▲

▲ Excerpts from Remarks by Pat Swinney Kaufman, *President, The Junior League of the City of New York*

I'd like to tell you about a young girl whose story has always fascinated me. This mere slip of a girl had all the energy, enthusiasm and idealism that can be so typical of a teenager. The story begins when the girl attended a school lecture about the poverty and suffering that existed in another neighborhood in her city, which happened to be New York City. She was so moved that she determined that she and her friends had to do something about the terrible conditions in which the children of that other neighborhood were living. So this teenager gathered a number of her young friends and inspired them with her vision. She convinced them to organize themselves so that they could go into the neighborhood and learn about the problems the people there faced. Then they would be able to make a difference.

Ah, the exuberance of youth! Don't bother telling them something is impossible, because first of all, they probably won't believe you, and secondly, they will, in all likelihood, prove you wrong.

The year of this story was 1901. The poverty-stricken neighborhood was the Lower East Side. The young girl so inspired by the lecture at her school that she founded a community service organization for her friends was Mary Harriman. That community service organization is the New York Junior League, which today has a membership of over 2,300 women. And by the way, Mary's original little group was also the model for the 277 Junior Leagues that currently operate worldwide. Never underestimate the vision or determination of a teenage girl . . . or boy.

Today's conference was conceived as the New York Junior League's 90th anniversary project — our special gift to the city in celebration of Mary Harriman's vision in founding the Junior League 90 years ago.

At the Junior League, we are convinced that meaningful volunteer experience can do wonders for one's self-esteem, one's sense of purpose and one's hope for the future. We know, because we've experienced this ourselves.

Through our own efforts to promote volunteerism among our members and in the community at large, we have learned that a successful volunteer placement requires far more than just a pressing need and some good will. Even adult volunteers need a clear orientation, training, feedback, opportunities for decisionmaking and leadership and a clear sense of where their efforts fit into the overall scheme of things. Understandably, volunteers want the satisfaction of seeing that they make a difference. Through today's conference we hope to be a catalyst for fostering community service programs for teenagers that will accomplish this.

In closing, let me read you a quote written by a young girl who was 17 in 1902, when she decided to join the new Junior League. She wrote:

"I had grown up considerably during the past year and had come to the conclusion that I would not spend another year doing the social rounds... I began to work in the Junior League. It was in its early stages. Mary Harriman was the moving spirit... We were just a group of girls anxious to do something helpful in the city in which we lived..." The teenager who wrote those words was Eleanor Roosevelt. Whether or not they grow up to be Eleanor Roosevelts, there are thousands of kids out there anxious for a chance to do something to improve the city in which they live. For their sake and for our sake, let's help them do it! ▲

▲ J. RICHARD MUNRO is the Chairman of the Board of the Points of Light Foundation. Established by President Bush, this organization recognizes and assists those who successfully address social problems through community service.

Mr. Munro is also Chairman of the Executive Committee of the Board of Directors of Time Warner, Inc.

In 1957, Mr. Munro earned a B.A. from Colgate University and did graduate work at Teachers College, Columbia University.

Active in civic, health and education affairs, Mr. Munro is a member of such organizations as the New York City School Volunteer Program Advisory Council; the Board of the New York City Partnership and its Education Committee; President of the Juvenile Diabetes Foundation and Chairman of its Council on Research Development; the Citizens Commission on AIDS for New York City and Northern New Jersey; and the Board of the New York Council for the Humanities.

▲ Excerpts from Remarks by J. Richard Munro, *Chairman of the Board, Points of Light Foundation*

In the face of the fiscal crisis that confronts cities all across this country, volunteerism becomes not only a part of a community's soul but a central ingredient in its survival.... that is, either we find new and better ways to fill the gaps created by economic dislocation and government cutbacks.... or we resign ourselves to the slow unraveling of the social and moral fabric that holds us together as a people.

After 30 years of working in this city, I have no doubt about the willingness of New Yorkers of all ages and races and religions to respond to this crisis.

But more than good will is required.

Those of us interested in channeling this reservoir of compassion to the best and most practical uses have a responsibility to see to it that in our enthusiasm to get things done, we don't create programs and partnerships that can't be sustained.

In a well-intentioned rush to help, volunteers have been thrown into situations where instead of finding the opportunity to use their talents and abilities in meaningful and important ways, they've found only frustration and discouragement.

For volunteerism to work, we've got to approach it a little like mountaineering—one step at a time—with a careful regard for the consequences of being in too much of a hurry.

The many successful efforts I've been privileged to see as chairman of Points of Light have left me with a clear impression of three steps any successful program must take, no matter what age group it deals with.

The first step is to be specific.

Don't set out to save the world...or the city...or even the neighborhood. Think, instead, of a single, clearly defined need.

Be analytical.

Break down the challenge you face into its components. Look not just at the size of the problem but at the limits of what you can hope to achieve.

The second step in creating a successful volunteer program: be structured.

"God," said the architect Mies Van Der Rohe, "is in the details."

That goes for volunteerism as well, particularly where young people are involved.

Volunteerism shouldn't be a synonym for amateurishness or unprofessionalism.

It's true: You can't build a program without enthusiastic volunteers. But even more to the point, you can't ensure it won't come quickly crashing down unless those volunteers have the long-term support they'll need—unless there is a careful attention to schedules and logistics and the proper use of resources.

Finally — step three — be reflective and flexible.

Don't become wedded to a single way of doing things.

Listen to the experiences both of the volunteers and those they're helping. Be willing to make adjustments, and to adapt to different circumstances in different locations.

The thing that never ceases to amaze me as I travel this country is the number of people who have the willingness to get involved...to give of themselves to dispel the single greatest enemy of human progress — indifference.

They come in all shapes and sizes, in all colors and hues, from every class and social strata.

One of the most moving examples I've ever come across was contained in an article published last April in *The Washington Post*. Every time people start telling me that they'd like to volunteer but don't think they have anything to offer, I show it to them.

The article is about a volunteer named James Cutter.

Three times a week James Cutter, a man in his early fifties, travels 15 miles by bus to a group home.

There he spends the afternoon with David Brown, a seven-year-old boy who is blind, speechless and profoundly retarded.

Here's how the article describes their relationship:

"James Cutter's voice, whether it is telling David that he loves him or singing lullabies in gravelly tones, seems to have become the boy's respite from routine or hurt. In much the same way, David has become the world to Cutter.

"'David needs me,' Cutter says. 'He can't walk. He can't talk. He can't see. So he needs me to help him along.'"

What a magnificent example of volunteerism James Cutter gives us all. And James Cutter is special in other ways.....

James Cutter is mildly retarded.

He has cerebral palsy.

He needs two canes in order to walk.

Fate has handed James Cutter a whole list of excuses for not getting involved... reasons for feeling sorry for himself.... motives for avoiding involvement in other people's pain and struggle.

But James Cutter chose to volunteer.

And each time he sits with David Brown, each time he cradles and sings to him, James Cutter does what no powerful agency of government or well-endowed private institution or mighty corporation could do—he touches and transforms another human life with the miracle of love. ▲

WHO'S IN CHARGE: SUPERVISING YOUNG VOLUNTEERS

- ▲ Assign supervisory responsibility up front
- ▲ Allocate adequate school resources
- ▲ Remember students are not adults

Moderator

PRISCILLA A. DANIELS
Director, Volunteer Services, Bellevue Hospital
- *Vice President, Council of Directors of Volunteer Services in Municipal Hospitals*

Panelists

GERALYN GANZEKAUFER
Coordinator of Service-Learning Program, Hunter College High School

SHEILA GUTTER
Resource Coordinator, City-As-School High School

ANNE SCARBROUGH
Director, Youth D.A.R.E. To Care Program, Office of Substance Abuse Ministry, Archdiocese of New York (Bronx)

Supervision of student volunteers is a shared responsibility of the school (program administrators and teachers), non-profit agency and parents. Effective supervision facilitates problem-solving and rewards accomplishments. Becoming a supervisor broadens the experience of volunteer administrators, as they receive additional training and assume more responsibility. ▲

Priscilla A. Daniels with NYJL volunteer Laurie Myers Parris.

Assign Supervisory Responsibility Up Front

An important cornerstone of effective supervision is establishing and having a young volunteer agree to program rules and expectations from the start. At D.A.R.E. to Care, a 10-year-old, community-based, non-profit institution run by the Archdiocese of New York, D.A.R.E. and the cooperating agency share responsibility for supervising young volunteers. D.A.R.E. follows up with both the organization and the student to ensure that the student's expectations are met and that he fulfills his commitment.

Cooperating agencies, like hospitals, are expected to keep reports on the number of hours of service a student provides each month. For community-based projects, students are given sign-in sheets to record hours completed. ▲

Allocate Adequate School Resources to Supervision

Schools, as well as non-profit agencies, should supervise student volunteers. A school should have a coordinator to provide ongoing support to volunteers and serve as a liaison to agencies. It is important for schools to allow their volunteer coordinators adequate time to operate successful programs. Usually, more than one teacher is needed to adequately oversee a volunteer program. Also, schools should provide telephone access so that supervisors can deal promptly with any problems with students on site.

Joan Jarvis, principal, Bayard Rustin School for the Humanities, makes sure each volunteer supervisor has a manageable case load of no more than 18 to 20 students. As part of their duties, supervisors are required to confer with non-profit agency staff who work with the students on site. Ms. Jarvis employs guidance counselors, teachers or any responsible adult who indicates a willingness and interest in serving as a supervisor.

One possible source of program supervisors to supplement often scarce school personnel is students who have graduated from a volunteer program. Also, retired volunteers often are excellent supervisors. ▲

BEST COPY AVAILABLE

Effective Ways to Supervise Student Volunteers

At City-As-School, an alternative high school program offered to gifted and at-risk students, supervision of volunteer assignments is a shared partnership between the school and the mentor at the volunteer work site. City-As-School contacts supervisors at work sites weekly to determine hours worked and student performance. Periodically, students are visited on-site and their progress reviewed. Those who are not performing are dismissed or given no credit.

At Bellevue Hospital, which operates a volunteer program for high school students, a volunteer coordinator and volunteer supervisors in each department share supervisory responsibilities. The volunteer coordinator approves job descriptions, prevents breakdowns in the program, screens both prospective volunteers and supervisors and reviews initial volunteer placements. Also, she meets supervisors on-site to evaluate their capabilities. Supervisors conduct weekly meetings with volunteers to weed out those who are not suitable and to provide necessary support. Students are required to sign in and out of the hospital. The direct supervisor where the volunteer is working verifies the hours worked. One person, assisted by volunteers, is assigned to track their hours on the computer. In addition, there are written evaluations of students.

Bringing student volunteers together can be a good method of supervision. It gives them a chance to see the "big picture." Also, they can expand their experience by listening to one another.

Remember Students Are Not Adults

Supervisors of student volunteers should be aware that young people can become overwhelmed and frustrated more easily than adults. Accordingly, it is important for supervisors to recognize and prepare themselves to handle the behavioral and motivational issues associated with students. To ensure a successful volunteer experience, Elyse Weisberg, of the Mayor's Voluntary Action Center, encourages supervisors to troubleshoot promptly, give constructive criticism and recognize students' successes. ▲

New York Junior League President Pat Swinney Kaufman.

BEST COPY AVAILABLE

GETTING YOUNG VOLUNTEERS OFF TO A GOOD START

- ▲ Define volunteer activities
- ▲ Assign a staff member to supervise each volunteer
- ▲ Recognize achievement regularly

Panelists

JO GOLDEN
Field Coordinator, New York City School Volunteer Programs

SUSAN KOHN, C.S.W.
Director of Adolescent Services, Samuel Field YM-YWHA, Queens

FRANK POMATA
Field Coordinator, New York Governor's Office for Voluntary Service

Designing a program which meets the needs of both the community and young volunteers is the first step in creating a successful volunteer experience. A solid working relationship between the private and public sector is critical. Other key elements to getting student volunteers off to a good start are: clarifying duties, training, supervision, evaluation and recognition. ▲

At the luncheon plenary session.

Define Volunteer Activities

The first step in building a successful experience is to develop a written job description that clearly states expectations. Allow the student to review and question it.

The job description should address the issue of commitment. Young volunteers should be aware that people are depending on them to provide necessary services. They will be more committed if they understand that their work is truly important. In some cases, a job description can include the signature of the volunteer accepting the job, like a contract. The student's commitment should be matched by a similar commitment on the part of the agency and the school. ▲

Train Students to Achieve Potential

Another key to successful community service is effective training. Some students will arrive with certain inherent skills, but most will have some feeling that they are inadequate for the job. When students receive good initial and ongoing training, they are more apt to have realistic expectations and to reach their potential.

Helpful training topics include:

- What to expect from the group with whom the volunteer will work (myths and stereotypes; techniques for relating, etc.).
- Acceptable on-site behavior.
- Program rules, guidelines and discipline policies. ▲

Assign a Staff Member to Supervise Each Volunteer

To build in success from the start, agencies should assign a staff member to supervise each volunteer. Supervisors should include people with differing perspectives. Sharing advice through a mentoring program is often helpful. The mentor can serve as a sounding board, giving the student "a place to be proud." (Please see page 18 for additional information on supervision of young volunteers.) ▲

Evaluate Volunteer Service Regularly

An ongoing assessment process is generally more valuable than a one-time, end-of-year review. An evaluation should involve an assessment of the volunteer, the school and the agency. It should be viewed as a time for reflection that can result in meaningful change. Ways to evaluate program effectiveness include:

- Survey forms.
- Personal interviews with students throughout and at the end of a project.
- Weekly summaries from students.
- Brainstorming sessions to generate ideas for improvement. ▲

Recognize Achievement Frequently

Recognizing the accomplishments of student volunteers encourages more teens to volunteer, improves retention of existing teen volunteers and helps develop crucial self-esteem. Recognition can be school-focused or borough-wide. Types of recognition include certificates, parties, a parents' dinner, volunteer-of-the-month, movie passes, local area trips, letters of reference and class credit. ▲

Keynote Speaker J. Richard Munro, Chairman of the Board, Points of Light Foundation.

Suzanne I. Tufts, Regional Director, ACTION.

BEST COPY AVAILABLE

TRAINING FOR SCHOOL AND NON-PROFIT STAFF

- ▲ Prepare and involve non-profit staff
- ▲ Select a volunteer management model
- ▲ Train volunteers prior to their assignments

Moderator

ELIZABETH KRAHMER
Non-profit Consultant
- *Member, The Junior League of the City of New York, Inc.*

Panelists

DAVID GORDON
Emergency Medical Specialist, Lafayette High School
- *Member, Mayor's Task Force on Student Volunteers*
- *Founder and President, CPR Club*

ELYSE J. WEISBERG
Coordinator of Recruitment, Training and Student Programs, Mayor's Voluntary Action Center (MVAC)

The Training for School and Non-Profit Staff workshop

Prepare and Involve Non-Profit Staff

The starting point for developing a student volunteer program is preparing non-profit agency staff. To succeed, a program needs to:
- Gain the commitment of the executive director and key executive personnel.
- Establish an environment receptive to teen volunteers where concerns over the program can be aired and addressed.
- Involve and integrate paid staff in the design and implementation of the volunteer program.

The next step is to actually design the volunteer program and specific job positions. The agency should:
- Select a management model (see below for description).
- Develop individual job descriptions that meet both the needs of the agency and the volunteers.
- Involve paid staff to build a sense of ownership.
- Consider using a student to help design the potential jobs. ▲

Select a Volunteer Management Model

Most student volunteer programs can be classified into one of five categories. An agency can use one or more of these models simultaneously. The level of training and supervision required varies from model to model. These models are:

1. Episodic or Special Event Volunteering
   Example: Fund raisers, earthquake relief projects
   This model requires the lowest level of planning and supervision.
2. Student-initiated Projects with Possible Faculty Advisor
   Example: Club activities
3. School Serving as a Referral Service, Encouraging and Facilitating Volunteering
   Example: Directing students to local community organizations
   This activity could involve creating a database or files on volunteer opportunities in the community.

4. School-sponsored, Teacher-supervised Programs (may be for academic or community service credit)
   Example: Once-a-week placement at a hospital
   This model demands the highest level of commitment and work by the school and agency.
5. Agency-sponsored and Supervised Programs
   Example: Local nursing home visitation program
   The responsibility for training and supervision lies solely with the agency. ▲

Train Volunteers Prior to Their Assignments

Students need to be prepared for their new volunteer environment and understand the expectations of the school and non-profit staff. For example, students should know the appropriate dress code and hygiene and understand the importance of reliability and timeliness. Some volunteer programs give an initial entrance or assessment exam to determine students' level of preparedness.

A student volunteer should immediately be made aware of the criteria that will be used to evaluate him or her. This can be spelled out in a contract of understanding or less formally. The supervising teacher may wish to be able to assess the student's performance throughout the experience. This can be done by recommending or requiring a daily log that is regularly submitted for review. A mentor may be assigned to discuss frustrations and achievements with the student. ▲

Non-profits Should Motivate Volunteers

Non-profit staff should develop some form of orientation for students when they arrive. The orientation can include outlining personnel policies, dress code, etiquette and other expected forms of behavior. Some programs state expectations more explicitly in the form of a job description or contract of understanding.

Agency staff should be trained to understand the needs of student volunteers. These include the need for a stimulating growth experience and a sense of responsibility, ownership, personal accomplishment, success, respect and appreciation from agency staff. ▲

Working with Students vs. Working with Adults

The staff should be trained to deal with students. Students can more easily be overwhelmed and frustrated than adults. Accordingly, it is important to prepare staff for behavioral and motivational issues associated with students. Some ways to address these issues are:

- Designate a specific supervisor. Retired volunteers often are excellent supervisors.
- Troubleshoot problems promptly, giving constructive criticism to students.
- Recognize students for their successes.
- Watch for signals that the volunteer is becoming turned off or non-communicative.
- Conduct formal or informal debriefings of departing volunteers. ▲

Use Resources of Mayor's Voluntary Action Center (MVAC)

The Mayor's Voluntary Action Center (MVAC) is available to serve all non-profits of any size in the New York City area. It provides a database that matches volunteers and agency volunteer job openings. MVAC can help a non-profit identify schools with which it can work. Also, MVAC is available to consult with agencies on developing or energizing a volunteer program. It offers a publication, *Stepping Stones: A Road Map to Student Volunteering*, which is a detailed guide to assist non-profits in developing a student volunteer program. ▲

LOCATING RESOURCES: SUPPORT FOR YOUTH VOLUNTEER PROGRAMS

- ▲ 12 steps to obtain grant support
- ▲ Guidelines for applying for government grants
- ▲ Information resources regarding grants

Moderator

SUZANNE TUFTS, ESQ.
Regional Director, ACTION

- *Member, National Legal Affairs Committee and National Civil Rights Committee of the Anti-Defamation League of B'nai B'rith*
- *Member, The Junior League of the City of New York, Inc.*

Panelists

GENE BAILEY
Director of Development, Madison Square Boys & Girls Clubs

LEONARD MAYHEW
Development and Funding Consultant

In 1991, The Council on Foundations reported that foundations and corporations had narrowed the focus of their giving, allocating more funds to education, youth and health care and less to the arts and cultural concerns.

In these times of economic contraction it is particularly important for youth volunteer programs to develop cohesive, well-organized fundraising strategies that maximize their ability to capitalize on the limited resources available from government, corporations, foundations and individuals. ▲

12 Steps to Obtain Grant Support

Gene Bailey and Leonard Mayhew suggest 12 key steps to follow when seeking program grants:

1. **Learn about the sources of grant funding.** The current breakdown of foundation funding is:
   - Education - 26%
   - Health and hospitals - 22%
   - Science - 17%
   - Social welfare - 13%
   - International activities - 11%
   - Arts/humanities - 9%
   - Religion - 2%

   Remember that the funding focus of foundations and corporations changes periodically. Therefore it is imperative to be aware of the funder's history of recent grant-making. Read newspapers, including the business section of *The New York Times, The Wall Street Journal* and *Crain's* to keep abreast of agenda changes and the economic health of funding sources. An excellent source of information is *The Chronicle of Philanthropy*. To learn about sources of funds, collect the annual reports of similar agencies which list their funders. Conversely, protect your agency by listing as few funders as possible in your annual report.
2. **Pinpoint the most likely sources of grant support.** National foundations, like the Ford Foundation, account for two-thirds of the funds donated and one-half of the grants awarded. However, community-based programs often are too narrowly-focused for these funders. Other private sources of funds include:
   - *Corporations* — typically give one percent of their profits. Usually corporate foundations must be approached through personal contacts.
   - *Special-purpose foundations* — excellent sources, if the program to be funded fits the appropriate niche of the foundation. It is advisable to cultivate an ongoing relationship with these foundations.
   - *Family foundations* — were once very exclusive and would not accept unsolicited requests. Recently, many have reorganized and become more scientific and business-oriented.
   - *Community foundations* — excellent sources, as they are more in touch with local needs and activities.
3. **Develop a positive attitude toward requesting funds.** Asking for money can be viewed as a matter of marketing — bringing together two agendas, the agency's and the funder's, to reach a meeting of the minds.
4. **Develop fundable ideas.** Articulate your program's needs in a way that fits the funding goals of the financial source.
5. **Use personal contacts.** Often it is necessary to have a personal contact bring a proposal to the attention of a funding source. Seize every opportunity to obtain as many third-party introductions as possible. Use the personal rolodexes of board members, executive directors and other leaders of the organization.

6. **Consider collaborative requests for funds.** Funding sources are receiving more proposals from organizations that have formed coalitions or collaborations. Presenting a well-structured coalition or collaboration which successfully combines a variety of skills and resources is one way of proving to funders that a project will be managed in a businesslike fashion.
7. **Submit a results-focused proposal.** Remember that "funding is the business of the non-profit world." As with any business, a non-profit must be competitive in order to be successful. Funders approach donating money from a business perspective, and non-profits must follow suit. Results and effectiveness are a funder's primary considerations. Corporations and foundations concentrate on the bottom line. They want to see a program that will be a good investment. Many corporations and foundations are skeptical about the ability of any non-profit organization to manage itself as a business. In developing a program, ask yourself questions from a business perspective, such as: "Would I give money to this project? What questions would I ask? Why would I choose this program over a competitor's?"
8. **Follow up.**
9. **Handle the grant interview effectively.** Try to send more than one person to an interview. A second person can help diffuse difficult moments, orchestrate the flow of conversation and fill in the gaps. This person can be an executive, board member or volunteer.
10. **Make the most of the funding source's decision.** Out of every 10 to 12 proposals submitted, perhaps one will be funded. Expect to fail, but make the most of a rejection. Call the funder and find out why the proposal was rejected. This will help your agency learn to be more effective the next time and personalize the agency in the funder's mind. If a proposal is accepted, use the acceptance as a starting point to develop a relationship with that funder. Also, an acceptance can be used as a marketing tool with other funding sources and for public relations.
11. **Cultivate continued grant support.** Fundraising should be a continuous process. Relationships with existing and potential funders must be maintained. Be sure to thank funders and invite them to visit on an ongoing basis. It is helpful to meet periodically with development personnel at related agencies to share ideas and information. Be honest and specific in reporting results and evaluations of program effectiveness to funders. Funders realize that no program is perfect and will not find a report credible, if it does not describe problem areas. Set forth new goals and plans to remedy any problems.
12. **Involve young volunteers in fundraising efforts.** It will help them understand the behind-the-scenes support that is necessary to maintain a volunteer program. Including a young volunteer in an interview or profiling successful youth volunteers in a grant proposal will personalize the program for funders. ▲

Increase Visibility of Small Programs

For small programs and agencies that are just beginning their fundraising efforts, develop a strategy to promote visibility. To get publicity, an agency that promotes literacy might sponsor and invite funders to attend an event where well-known authors read to children. Organize a conference on an issue related to the project and ask funders to attend. Use personal contacts to obtain an initial grant and use that grant as a marketing tool to other funders.

Seek help from development professionals. The Ford Foundation, in conjunction with the National Society of Fund Raising Executives, is beginning a program which will give grants to projects for the purpose of hiring professional fundraisers. ▲

Funding from the Federal Government

• ***Target Efforts to Winter and Spring***

The federal government fiscal year (FY) ends September 30. In recent years, because of budget uncertainties, federal agencies typically have not started reviewing funding applications or making grants until early November. They dispense most of their money in the second, third and fourth quarters of each fiscal year. While it is important to target fundraising efforts

LOCATING RESOURCES: SUPPORT FOR YOUTH VOLUNTEER PROGRAMS

(continued)

to the second and third quarters, it is worthwhile to consider federal sources toward the end of the federal fiscal year to take advantage of any monies allocated for that year which have not yet been disbursed. Grant announcements, called "requests for proposal" (RFPs) are listed in the Federal Register.

- ***ACTION is the Major Source of Federal Funds***

Currently, the major source of federal funds for volunteer programs is ACTION, the federal domestic volunteer agency. ACTION's mission is to promote the spirit and practice of volunteering. ACTION funds and sponsors community volunteer programs through the Student Community Service Program, the ACTION Drug Alliance, the Foster Grandparent Program, the Retired Senior Volunteer Program, the Senior Companion Program and Volunteers in Service to America (VISTA). Most grants for student volunteer programs come from the Student Community Service Program or the ACTION Drug Alliance.

During the second or third quarter of each federal fiscal year, for which funds are appropriated, ACTION holds competitions for Student Community Service Grants. Most of these grants go to high school and college age volunteer programs that target low-income communities and to volunteer-based approaches to poverty. The focus of the ACTION Drug Alliance is on drug abuse prevention, and its grant competitions operate in a similar manner.

VISTA matches full-time volunteers with local sponsors. VISTA volunteers must be over 18 and full-time volunteers; however, VISTA volunteers can organize and develop student projects.

Also, federal funding is available through Cabinet departments and independent agencies that are active in a particular area, such as health care or the elderly.

When seeking federal government funds, carefully read the fine print in the announcements of what grants are available. Although the title of the grant competition may not seem relevant, a careful reading may reveal that it fits the parameters of your program.

- ***National Community Service Act Provides Funds to States***

In 1990, Congress passed The National Community Service Act, which provides direct block grants to selected states to fund community service programs. The National Commission on Youth and National Service will monitor and administer the act. In FY 1991, $55 million was allocated but not spent, since the commission was not yet in operation. This money was then rolled over into the second year, FY 1992. There is also a budget for $96 million in the second year. Grants through the National Community Service Act are made to programs involving high school and older students. Funds distributed through the National Community Service Act are the only source of direct funding from the state of New York in FY 1992. The New York City Mayor's Voluntary Action Center provides technical assistance, but has no funds for direct program grants.

- ***Guidelines for Applying for Government Grants***

1. **Answer all questions in applications, announcements or competitions specifically and completely.** The primary reason grants are turned down by the government is that the applicant did not answer the questions properly. If a program does not fit the specifications for a particular grant, do not waste time sending a mismatched proposal "just in case." Carefully research grant announcements to ascertain their purpose and target, then decide if a program fits their parameters.
2. **Provide quantifiable and measurable goals and objectives.** Government agencies are more aware than ever of their accountability for spending taxpayers' money. Therefore, every application or proposal must be as specific as possible in the section asking for goals and objectives. State program goals in quantifiable terms. Clearly describe target dates, the number of people to be served, how many volunteers will be used, what the program will accomplish and when. If possible, never use the phrase "ongoing" to describe your goals and objectives.

3. **Specify plans for supervising young volunteers.** Government agencies are concerned with supervision and liability issues, especially in government-sponsored programs directed at minors. If possible, include the resume of the program supervisor(s) or director(s). Also provide supervisory information, even if it is not requested.
4. **Provide a clear and convincing budget narrative.** A budget expresses a proposal numerically. All grant proposals should include a budget. Program administrators should review any budget prepared by an accounting department before submitting a proposal.
5. **Designate one responsible party to represent coalitions and collaborations.** When several groups apply for program funding, designate one party to be responsible for purposes of reports and forms, supervision, legal and other matters. The parties can distribute other responsibilities among themselves through a memorandum of understanding.
6. **Build local support through individual donors.** In developing a funding proposal, try to solicit individual donors. If community members give money, it indicates they are "buying into" the program. Such information, even if not called for in the grant announcement, alerts the government agency that a proposal has significant local support.

• ***Don't be Discouraged by Government "Red Tape"***

Receipt of a government grant often involves accepting a great deal of red tape, monitoring, and rules and regulations. Try to look on the positive side and use the bureaucratic rules to the program's advantage. When the government awards a grant, it indicates that the recipient is a good "credit risk." The fact that the government is monitoring a program is excellent public relations, as other funders will be impressed with the legal, fiscal and programmatic "checks" the program already has cleared. ▲

Information Resources About Grants

1. *The Federal Register* reports all federal funding but is very cumbersome to use, as it includes all activities of the Federal Government. "The Federal Assistance Monitor" summarizes *The Federal Register*. These can be found at the Foundation Center and many libraries, including the New York Public Library. For subscriptions to *The Federal Register*, contact General Services Administration Bookstore, 26 Federal Plaza, New York, NY. For information about "The Federal Assistance Monitor," contact CD Publications, 8204 Fenton St., Silver Springs, MD 20910; (301) 588-6380.
2. *The Chronicle of Philanthropy* is highly recommended and includes calendars of events, news on grants, ideas on all sorts of support, articles on available funds, who received certain funds and tips that work. Contact *The Chronicle of Philanthropy*, P.O. Box 1989, Marion, Ohio 43306-4089.
3. The Foundation Center Library, 79 Fifth Avenue, New York, NY; (212) 620-4230.
4. *Grants Alert* is available through the Speaker of the House of the New York State Assembly and includes ACTION grant competitions.
5. *NYC Funding Alert* is available through the New York City Board of Education, Office of Special Programs, and can be accessed in the public schools via computer.
6. "Youth Policies/Youth Record."
7. Local government representatives, congressmen, etc. Ask for the case worker/ social community service person who will do grant "leg work."
8. Lutheran Resources Commission, Five Thomas Circle, N.W., Washington, D.C. 20005; (202) 667-9844. ▲

HOW NON-PROFITS AND SCHOOLS CAN WORK TOGETHER MORE EFFECTIVELY

- ▲ A one-on-one working relationship is key to success
- ▲ Establish mutual expectations from the start
- ▲ School support is critical

Moderator

GERRY VAZQUEZ
Program Officer, Fund for New York City Public Education

- *Member, Chancellor's Working Group on Community Service*
- *Author, Chancellor's Report, "Expanding Opportunities for Students in Community Service"*

Panelists

ROSEANNA BINGHAM
Coordinator of Community Services, Clara Barton High School

ESTHER FORREST
Director, Columbus Academy

- *Member, Chancellor's Working Group on Community Service*

PATRICIA SANDS
Director of Volunteer Programs, South Street Seaport Museum

- *Human Resources Advisory Committee of the New York Governor's Office for Voluntary Service*
- *Member, Volunteer Program Administrators in New York City Cultural Institutions*
- *Board member and Regional Director, American Association for Museum Volunteers*

Gerry Vazquez talks with NYJL volunteer Linda Saage.

Often non-profit agencies and schools have different needs and expectations from a youth volunteer program. Conflicts can arise in such areas as communication, roles, program goals, supervision and evaluation. For a volunteer experience to be meaningful and rewarding for young people, non-profit agencies and schools must work together as partners. In this workshop, representatives from New York schools and volunteer agencies shared how they have worked together to resolve conflicts and maximize the benefits of their volunteer programs. ▲

A One-to-One Working Relationship Is the Key to Success

Building one-to-one relationships between school personnel and agency volunteer program administrators is the most effective method of operating a program. Educators Roseanna Bingham and Esther Forrest described how they develop relationships with non-profit agencies. After the initial contact, each makes an appointment to visit the agency, tour the site and meet the staff and supervisors who will work with young volunteers. Then they meet with the program administrator to discuss ongoing youth projects at the agency and to sketch out appropriate projects for their student volunteers.

Gathering as much information as possible about an agency enables a school to appropriately screen and channel volunteers. Also, visiting the agency site, interviewing program administrators and clearly expressing the school's needs helps eliminate agencies that are not willing to invest the extra time and effort necessary to successfully manage young volunteers.

Patricia Sands, director of volunteer programs for the South Street Seaport Museum, agreed that the schools with which she has the best relationships are those with administrators who stay informed about the Seaport Museum through periodic site visits, frequent dialogue with her and discussions with students about their volunteer experiences. ▲

BEST COPY AVAILABLE

Establish Mutual Expectations From the Start

At their initial meeting, agencies and schools should explore the nature of the volunteers' commitment, including such details as the duration of the volunteers' service. Both should be honest about their needs and work together toward a consensus. And the agency and the school should understand that both are responsible for guiding young people. Ms. Bingham and Ms. Forrest advise being aggressive about the school's needs. Explain the school's requirements then allow the agency to decide if it can accommodate them.

A written agreement between the agency and school is the best method of ensuring that each party understands its role and responsibilities. This "contract" can address who is responsible for monitoring attendance, supervision and discipline, how the school should prepare student volunteers before sending them to the job site, what orientation and training the agency will undertake and the process for making adjustments and resolving disputes. ▲

School Support Is Critical

Both agencies and schools agree that a lack of adequate supervision, reflection or evaluation are the most common causes of youth volunteer program failures. Schools should recognize that an agency administrator cannot be the only person responsible for counseling, disciplining and evaluating volunteers. For schools to provide adequate support in these areas, they must commit sufficient staff. Schools need to honestly assess the time required to administer and support student volunteer programs and then allocate the necessary personnel. If a teacher is asked to administer the program, there must be support for that teacher in terms of remuneration and extra time to perform the task.

At Columbus Academy, a middle school, the entire seventh grade of 60 students is involved in community service work. Two teachers share responsibility for coordinating the program and are freed for certain periods during the day to perform this work. Students are required to write their thoughts about their volunteer work once a week and to provide feedback to the agency supervisor at the end of their volunteer experience.

At Clara Barton High School, both student volunteers and agency supervisors prepare evaluation sheets after each visit to the volunteer site. The school finds it helpful to have students evaluate themselves. They state if they think they are fulfilling their contract commitment and if the work meets their expectations. ▲

Administering Programs with Limited Resources

The following are suggestions for schools forced to administer volunteer programs without adequate resources:

1. Introduce students to possible volunteer placements by having them attend conferences, "job fairs" or "share fairs" in which organizations present their volunteer programs. Smaller fairs are more helpful, such as the all-day fairs sponsored by the Mayors Voluntary Action Center (MVAC) in different city boroughs and the fairs sponsored by some schools. Smaller fairs allow students to receive in-depth information on a personal basis.
2. Refer students to services which list volunteer opportunities, such as MVAC and the Lenox Hill Neighborhood Center.
3. Create volunteer activities within the school which will satisfy a community service requirement. Examples are recycling or food drives, assisting the PTA, or tutoring peers. Offer placements in the community to those who express the desire and willingness to serve in that capacity.
4. Use motivated, experienced student volunteers to work with adults to administer the program, as part of their volunteer work. Involving student volunteers has the added advantage of increasing student involvement in the program and ensuring student input on what community problems should be addressed. ▲

MODEL PROGRAMS

- ▲ How to structure a successful youth volunteer program
- ▲ The rewards to schools, non - profits, students

"Volunteering gives students an opportunity to experience new things and gives them a sense of satisfaction when they have done something which benefits someone else. Also, the students who volunteer their services not only give of themselves, but receive in abundance. Volunteerism is something that gives a satisfaction that nothing else can compare with."

—Ieisha Melendez
Student Volunteer

Moderator

MARTHA D. BERNSTEIN
Director of Volunteer Services, The American Red Cross in Greater New York
- *Member, The Junior League of the City of New York, Inc.*

Presenters

MERCY MEDICAL CENTER STUDENT COMMUNITY SERVICE PROGRAM

ELEANOR O'BOYLE
Director of Gerontological Nursing, Mercy Medical Center

DAFNEY S. HAZEL
Assistant Director of Volunteers, Mercy Medical Center

JACK LANNING
Teacher, Holy Trinity Dios High School

DENISE PIDLING
Student Volunteer, Holy Trinity Dios High School

ERIN TIMS
Student Volunteer, Sacred Heart Academy

FRANKLIN K. LANE HIGH SCHOOL

HERBERT HEUMANN
Coordinator, Student Activities, Franklin K. Lane High School

IEISHA MELENDEZ
Student Government President, Franklin K. Lane High School

JUDITH KAPLAN
Supervisor, Volunteer Services, Bernard Fineson Developmental Center, Howard Beach Unit

IRAIDA BOWDRA
Student Volunteer, Bernard Fineson Developmental Center

The Mercy Medical Center and Franklin K. Lane High School youth volunteer programs are two exceptional examples of how non-profits, schools and young volunteers can work together successfully. They are models of programs which effectively address the key elements of working with young volunteers — recruitment, training, motivation, supervision and retention.

Both programs require student volunteers to address tough social issues. At Mercy Medical Center, students work with the elderly, while Franklin K. Lane students serve physically disabled and mentally retarded children at the Bernard Fineson Developmental Center. These students serve as inspiring examples of the potential impact of youth volunteerism. ▲

Mercy Medical Center Student Community Service Program

Mercy Medical Center is a 395-bed, acute care facility in western Nassau County, New York. Sixty percent of the patients are elderly adults, many with families who are unable to visit them on a regular basis. When creating the Student Community Service Program, the staff felt that youth volunteers would be of special value in this setting.

Often, society compartmentalizes, labels and stereotypes people, resulting in little communication between groups. Worthwhile opportunities for intergenerational relationships outside the family are almost non-existent. Mercy Medical Center staff felt that a youth volunteer program could provide an environment within which generations could bond. Through the Student Community Service Program, young and old have discovered shared interests, experiences, hopes and dreams.

According to Dafney Hazel, the essential ingredients in the success of Mercy Medical Center's Student Community Service Program include:

1. **The program attracts "risk-takers."** Program administrators look for students who are not afraid to take a chance, to try something new — to take a risk.
2. **Interviews are conducted to assess a volunteer's interest and potential.** Four characteristics are assessed during the initial interview:
   - Does the student really want to volunteer?
   - Why does the student want to volunteer? School or parental requirement?
   - Will the volunteer make a long- or short-term commitment? Mercy Medical Center trains volunteers and therefore prefers a long-term commitment.
   - Does the volunteer have the ability to communicate with peers, the people being served and the supervisory staff?
3. **Students are assigned to areas of interest to them.** It is not necessary that student volunteers have an interest in health care, per se. A hospital is a business, so volunteers have the opportunity to work in non-patient areas such as finance, community relations, billing, nutrition, etc. Students are allowed to rotate among assignments to meet their individual needs and interests.
4. **Professional and paraprofessional staff are eager to work with, supervise and train student volunteers.**
5. **Use of intergenerational training.** Students are required to attend one intergenerational or educational activity per quarter. It is designed to complement volunteer activities and educate, motivate and encourage students to be creative. All volunteers are encouraged to take part in the intergenerational part of the program. The contact with older people allows them to discover, in a natural way, that older adults are fun, like some of the same things and share some of the same concerns.
6. **Support and collaboration of the referring high schools.**

"We have been able to help those who will plan tomorrow's world consider a world that will be comfortable and safe for all age segments of the population."

— Eleanor O'Boyle
Mercy Medical Center

(left to right) Moderator Martha Bernstein, Eleanor O'Boyle, Dafney S. Hazel, Denise Pidling, Erin Tims and Jack Lanning.

BEST COPY AVAILABLE

MODEL PROGRAMS

(continued)

"We are part of the neighborhood. We want to share in the hopes and successes of the residents. The volunteer program has changed the course and direction of students' lives."

— Herbert Heumann
Franklin K. Lane High School

7. **Thorough training and orientation.** All student volunteers are required to attend a four-hour orientation session before they begin to volunteer in a specific department. The orientation includes: fire safety and security, infection control, responsibilities of a volunteer, sensitivity training and a tour of the hospital. Training and orientation is a collaborative effort among the staff. After orientation, students are placed in the department of their choice where they are trained by professionals, ancillary or support staff on specific jobs. Each student is assigned to a specific person for training, not just to a department. The assistant director of volunteers also is available to meet with volunteers.
8. **Opportunities for reflection.** Volunteers in the Mercy Medical Center Program reflect on their experiences in three ways:
- personal journals kept by each student
- daily conversations with the assistant director of volunteers
- semi-annual and annual evaluations of themselves and their work assignments.

(left to right) Judith Kaplan, Iraida Bowdra, Ieisba Melendez, Herbert Heumann and moderator Martha Bernstein.

Mercy Medical Center also offers an intergenerational program called "Tea & Synchrony." At these gatherings, youth volunteers talk with older patients about the things that affect them most as teenagers, such as love, friendships, dating and parents. They find that these issues were viewed in the same way by the older adults when they were teenagers. These young people learn that the times have changed but that people have not. ▲

A 10-Year Partnership — Franklin K. Lane High School and Bernard Fineson Developmental Center

Bernard Fineson Developmental Center is a New York State treatment facility for 400 mentally-retarded men, women and children. The center's goal is to help each person reach his or her fullest potential. The center has had a rewarding experience with Franklin K. Lane student volunteers.

Over the past 10 years, Franklin K. Lane High School has brought much to the center's volunteer program. Student volunteers work on the wards and in recreational areas. They participate in parties at holiday times, fundraising efforts and have raised money for significant gifts of recreational equipment. The high school students are cheerleaders and assistants at the Special Olympics. Most importantly, the volunteers give of themselves to the children.

"To many people, a hospital is a depressing place. I thought that, too, until I took the time to talk to the patients. It can be very uplifting...We act as their family... I feel good to know that I make a difference in a patient's life."

— Erin Tims
Student Volunteer

Also, Bernard Fineson has a partnership program called "I've Got A Friend." Through a commitment of four hours a week, a high school junior or senior develops a one-to-one relationship with a patient. As a result of this program, students develop a better understanding of themselves and some knowledge of the medical profession.

Last year, Franklin K. Lane's Home Economics Department started a Human Development Internship Program with the Howard Beach unit of Bernard Fineson. The internship is open to juniors and seniors who are considering a career in developmental disabilities. Students spend an hour-and-a-half every school day with an assigned group of children and take part in the recreational activities of the day. ▲

Non-Profit Perspective: Benefits of Youth Volunteer Programs

The volunteer administrators at Mercy Medical Center and Bernard Fineson note that the most significant benefits of their youth volunteer programs are:

- **Youthful enthusiasm is present everywhere.** There is a "joie de vivre" in the halls, units and clerical areas. The teenagers are able to make a valuable contribution by sharing their love, kindness and thoughtfulness.
- **Volunteers are potential future employees.** Some student volunteers have chosen a health care career after their reality-based experiences. Given the shrinking population of health care professionals in New York, inspiring this interest is important.
- **Volunteers can become indispensable to running the organization.** ▲

School Perspective: Volunteer Service as an Essential Part of Education

At both Holy Trinity Dios and Franklin K. Lane High Schools, volunteer service is an integral part of the education program. The participants indicated that volunteer service can:

- Put flesh on social concerns, bringing the next generation in touch with real problems.
- Give students an opportunity to meet with professionals who really care about others.
- Provide a sense of the students' value to others.

The success of a student volunteer program relies on two primary factors:

1. **Good volunteer placements.**
   A successful placement:
   - provides meaningful work
   - offers an effective structure, including training, evaluation and making the student feel part of the community
   - reinforces a student's self-worth and dignity
   - invites solidarity with those who are served, allowing students to enter into the experience and suffering of those in need
   - allows flexibility and the chance to undertake a variety of placements and have new experiences
   - has the support of non-profit staff, as shown by the enthusiasm and hospitality of program administrators to the volunteers

2. **Support of the school administration.**
   Every youth volunteer program needs proper support and role models among the administration. At Franklin K. Lane High School, the volunteer program has real support from the principal, who views volunteerism as reaching out and involvng the school in the neighborhood. With this commitment to community involvement from administrators, then it is possible to channel students to go out and work on community problems. ▲

"Volunteers are important to Mercy Medical Center. Mercy is a better place because of our contributions. I feel appreciated because everyone realizes how important an asset the volunteers are and that without the student volunteers, Mercy Medical Center would not be what it is today."

— Denise Pidling
Student Volunteer

"Every day I think of 'my kids' at Bernard Fineson Developmental Center. These kids have become a special part of my life. They have taught me about life and how to live it. I try now to see life through a different set of eyes and, if possible, through their eyes."

— Iraida Bowdra
Student Volunteer

▲ RESOURCES

National Organizations

The Constitutional Rights Foundation
601 S. Kingsley Drive, Los Angeles, CA 90005
Todd Clark, Executive Director
Tel: (213) 487-5590 Fax: (213) 386-0459

The Giraffe Project, Education Department
PO Box Langley, WA 98260
Tel: (206) 321-0757 Fax: (206) 221-7817

The Hitachi Foundation, 1509 22nd Street N.W.
Washington, D.C. 20037
Anne Schecter, Program Officer
Tel: (202) 457-0588 Fax: (202) 296-1098

Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78228
Jose Cardenas, Executive Director
Tel: (512) 684-8180 Fax: (512) 684-5389

National Association of Service and Conservation Corps, Membership Services
1001 Connecticut Ave., N.W., Suite 827,
Washington, DC 20036
Tel: (206) 331-9647 Fax: (202) 223-0593

National Center for Service Learning in Early Adolescence, Clearinghouse Coordinator
25 West 43rd Street, Room 621
New York, New York 10036
Tel: (212) 642-2946 Fax: (212) 719-2488

National Community Education Association,
Sarah Jewell-Kelly, Executive Director
801 N. Fairfax Street, Suite 209
Alexandria, VA 22314
Tel: (703) 683-6232 Fax: (703) 683-0161

National Crime Prevention Council,
John Calhoun, Executive Director
1700 K Street, N.W., Suite 200
Washington, D.C. 20006
Tel: (202) 466-6272 Fax: (202) 296-1356

National Society for Internships and Experiential Education
Sally Migliore, Associate Executive Director
3509 Haworth Drive, Suite 207
Raleigh, NC 27609
Tel: (919) 787-3263

National Youth Leadership Council
James Kielsmeier, President
1910 W. Country Road B
Roseville, MN 55113
Tel: (800) PHONE NYLC or
(612) 631-3672 Fax: (612) 631-2955

Partners For Youth Leadership
Elaine Fritz, Director
4760 Walnut Street, Suite 106
Boulder, CO 80301
Tel: (800) 972-4636 or (303) 443-5696
Fax: (303) 443-4373

Starserve, PO Box 34567
Washington, D.C. 20043
Tel: (800) 888-8232

YOUNG AMERICA CARES!
Diane Landis, Senior Associate
701 N. Fairfax Street
Alexandria, VA 22314
Tel: (703) 836-7100, ext 445
Fax: (703) 683-7840

Youth Service America
Roger Landrum, Executive Director
1319 F Street N.W., Suite 900
Washington, D.C. 20004
Tel: (202) 783-8855 Fax: (202) 347-2603

Youth Volunteer Corps of America
David Battey, Project Director
1080 Washington
Kansas City, MO 64105-2216
Tel: (816) 474-5761 Fax: (816) 472-4207

Regional Organizations

Community Service Learning Center
Carol Kingsley, Executive Director
258 Washington Blvd., Springfield, MA 01108
Tel: (413) 734-6857 Fax: (413) 747-5368

Maryland Student Service Alliance
Kathleen Kennedy Townsend,
Executive Director
200 W. Baltimore Street, MD 21201-2595
Tel: (301) 333-2747 Fax:(301) 333-2226

Massachusetts Youth Service Alliance
Joe Madison, Executive Director
131 State St., Suite 628, Boston, MA 02109
Tel: (617) 248-8685

Minnesota Office of Volunteer Services
Laura Lee M. Geraghty, Director
Department of Administration,
500 Rice Street, St. Paul, MN 55155
Tel: (612) 296-4731 Fax: (612) 296-2265

Ohio Department of Education, State Center for Community Education
Shelly Mullett, Consultant
65 S. Front Street, Room 811,
Columbus, OH 43266-0308
Tel: (614) 466-5015 Fax: (614) 752-8148

PennSERVE
Joe Briscoe, Director
1304 Labor & Industry
Harrisburg, PA 17120
Tel: (717) 787-1971 Fax: (717) 783-5225

Prevention Center
Jeff Miller, Director
Florida Department of Education
325 W. Gaines St., Suite 414 FEC,
Tallahassee, FL 32399-0400
Tel: (904) 488-6304 Fax: (904) 488-6319

Project Service Leadership Washington
Kate McPherson, Director
2810 Comanche Drive, Mt. Vernon, WA 98273
Tel: (206) 428-7614 Fax: (206) 428-7619

SerVermont
Cynthia Parsons
PO Box 516, Chester, VT 05143
Tel: (803) 875-2278 Fax: (802) 875-2278

Support Center of New York,
56 W. 45th Street, New York, NY 10036
Tel: (212) 302-6940

Thomas Jefferson Forum
Jeff Coolridge, President
131 State Street, Suite 628, Boston, MA 02109
Tel: (617) 523-6699 Fax: (617) 723-4918

Washington Coalition for Community Service
Bill Basl, Director
Washington Service Corps
Employment and Security Dept.
212 Maple Park MS/KG-11,
Olympia, WA 98504-3174

Youth Service California
Kathleen Kirby, Director
601 S. Kingsley Drive, Los Angeles, CA 90005
Tel: (213) 487-5590 Fax: (213) 386-0459

Youth Service New Jersey
Ron Horowitz, President
PO Box 308, Somerville, NJ 08876-0308
Tel: (908) 874-3360 Fax: (609) 683-4480 ext 47
or (609) 683-8622

Youth Service Ohio
Lana Border
751 E. Main Street, Groveport, OH 43125
Tel: (614) 836-4979 Fax: (614) 836-9100

Newsletters

"Streams" — Youth Service America's bi-monthly newsletter
Tel: (202) 783-8855

"Youth Service America's Affiliate Bulletin"
Tel: (202) 783-8855

Videos

"Everybody Can Be Great Because Everybody Can Serve" and "Colleagues: The Volunteer/ Employee Relationship," Energize, Inc./ Moss Rehabilitation Hospital, Philadelphia, PA

"Together Volunteer-to-Volunteer Relationships," Energize, Inc./ Moss Rehabilitation Hospital, Philadelphia, PA

"All the Difference: Youth Service in Minnesota," Department of Education, Youth Development Initiative, Capital Square Building, 550 Cedar Street, St. Paul, MN 55101

Publications

The Adventure of Adolescence: Middle School Students and Community Service, Catherine Rolzinski - available through Youth Service America, 1319 F Street NW, Suite 900, Washington DC 20004

By the People: A History of Americans as Volunteers, S. Ellis and K. Noye (1990) Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104 (415) 433-1767

Combining Service and Learning: A Resource Book for Community and Public Service, Jane Kendall (1989) National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh NC 27609 (919) 787-3263

Community Service: An Integrated Values Education, Editors: Cecelia Delve, Suzanne Mintz and Greg Stewart (1990) Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104 (415) 433-1767

Facts and Faith: A Status Report on Youth Service, Anne Lewis (1988) The William T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Ave., N.W., Suite 301, Washington D.C. 20036-5541 (202) 775-9731

The Forgotten Half: Pathways to Success for America's Youth and Young Families (1988) Chapter 4 "Citizenship Through Service," The William T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Ave., N.W., Suite 301, Washington, D.C. 20036-5541(202) 775-9731

Growing Hope: A Source Book on Integrating Youth Service into School Curriculum, published by the National Youth Leadership Council, Rich Willitis Cairn and Dr. James C. Kielsmeier, Editors

High School: A Report on Secondary Education in America, Ernest Boyer (1983) Harper & Row, New York.

High School Community Service: A Review of Research and Programs, Don Conrad and Diane Hedin (1988) National Center on Effective Secondary Schools, Madison, WI.

Leadership: Self, School, Community, R. Maher (1988) National Association of Secondary School Principals, Reston, PA.

Learning to Care: Guidebook to Volunteer Programs (212) 466-4473

▲ REFERENCE MATERIALS

SerVermont and the USA Cynthia Parsons (1988) The Vermont Schoolhouse Press, P. O. Box 516, Chester, VT 05143 Tel: (802) 875-2278

Service Opportunities for Youth, Children's Defense Fund (May 1989) Adolescent Pregnancy Prevention Clearing House.

Student Service: The New Carnegie Unit, Charles H. Harrison (1987) The Carnegie Foundation for the Advancement of Teaching, Princeton University Press, ;175 Princeton Pike, Lawrenceville, NJ 08648 (609) 896-1344

Turning Points: Preparing American Youth for the 21st Century, Carnegie Council on Adolescent Development (1989) Carnegie Corporation of New York.

Youth Service: A Guidebook for Developing and Operating Effective Programs, Dan Conrad and Diane Hedin (1987) Independent Sector, 1828 L Street NW, Washington, DC 20036 (202) 223-8100

Leading the Way: Partners in Volunteerism
has been made possible through the financial support of:

The Junior League of the City of New York, Inc.
The Equitable Foundation
The Mary H. Rumsey Foundation
Merrill Lynch and Co. Foundation, Inc.
Alusuisse-Lonza America Inc.
NYNEX

Special Thanks

Grand Hyatt Hotel Bergdorf Goodman

Advisory Committee

Joyce Black
Director, Governor's Office of Voluntary Service

Priscilla A. Daniels
Director of Volunteer Services, Bellevue Hospital

Susan Edgar
Executive Director, New York City School Volunteer Programs

Carol Friedland
Deputy Director, Mayor's Voluntary Action Center

Michael S. Genovese
Director of Community Service, Holy Cross High School

Hector Gesualdo
Director, Allocations and Agency Services, United Way of Greater New York

Pat Swinney Kaufman
President, The Junior League of the City of New York, Inc.

Sarah Levine
Director of Volunteer Services,
New York City Department of Parks and Recreation

Beth Lief
Executive Director, Fund for New York City Public Education

Judy Myers, Ph.D.
Former Executive Director, Trail Blazers

Roz Oratz
Director of Education, I Have a Dream Foundation

Ron Patterson
Director of Community Service, Brooklyn Friends School

Patricia Sands
Director of Volunteer Programs, South Street Seaport Museum

Nancy J. Scott
Director of Special Projects,
New York City Public Schools, Division of High Schools

Suzanne I. Tufts
Regional Director, ACTION

90th Anniversary Steering Committee

Allison Cooke Kellogg, ***Chairman***
Martha D. Bernstein, ***Vice Chairman***
Tammis M. Vibbard, ***Vice Chairman***
Beth Bartholomew
Melissa L. Bernstein
Carol Bowen
Bronwen W. Davis
Christina R. Davis
Janet M. Desforges
Joy J. Endo
Pamela H. Ferguson
Phyllis Heard
Carol Humstone
Fran Laserson
Barbara Paddock
Laurie Myers Parris
Karin Perez
Blythe Randolph
Anne Simmons
Carolyn K. Smith
Varina Steuert
Elizabeth T. Timberman
Kathy Tsougranis
Suzanne I. Tufts
Gilda G. Wray

BEST COPY AVAILABLE